



World Learning/ Ethiopia



USAID/Ethiopia

USAID BESO II

COMPLEMENTARY DROUGHT ASSISTANCE PROGRAM CLOSEOUT REPORT

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Executive Summary

The Complementary Drought Assistance (CDA) program was a USAID-funded activity to support primary schools in selected areas affected by the drought of 2002/2003. USAID/Ethiopia requested that World Learning/Ethiopia (WLE) implement CDA project activities in Amhara and SNNP Regions in collaboration with partner NGOs, government organizations, local communities and schools. A total of 65 CDA schools, 33 in SNNPR and 32 in Amhara, were beneficiaries of the project. USAID/Ethiopia selected targeted schools in collaboration with the Ministry of Education and the Disaster Preparedness and Prevention Commission in Addis Ababa.

CDA components included School Feeding, Educational Strengthening, Summer School Programs, De-worming, and Woreda Capacity Building. Based on discussions with USAID/Ethiopia, Save the Children/USA subcontracted the school-feeding component to GOAL/Ethiopia to simplify coordination and for more effective implementation.

The educational strengthening component of the CDA consisted of the construction of separate latrines for boys and girls, additional classrooms, provision of school furniture such as blackboards, combined desks, bookshelves, chairs, office tables, cupboards, establishment of libraries and pedagogical centers, and water points which addressed critical problems faced by CDA schools. Basic school kits were also purchased and delivered to motivate and support the effective participation of students.

Summer classes were organized for students to help improve retention and promotion rates. These classes also helped prepare students for the next grade level. The program also helped dropouts to return to the school system and attend classes. As a result of the Summer School program, in both regions a total of 6,722 students (44.5% female) were declared eligible by Woreda Education officials to sit for final examinations and 4,493 (66.8%) of them successfully passed their examinations. De-worming tablets provided by USAID/Ethiopia were distributed to each CDA School. The De – worming component was implemented in collaboration with Woreda Health Offices in both regions.

CDA has had a significant impact on the schools served. Significantly, at the end of the intervention enrollments (and therefore children who were beneficiaries of CDA) rose by 48.6% (19,358) over those enrollments originally provided by USAID. Furthermore, enrollments for girls increased by 61.2% overall and 90.3% in SNNPR during the same period.

The school feeding and de-worming components improved the quality of life of many children by addressing their basic health status. Dropout rates were reduced. Students were able to attend summer classes and many were promoted to the next grade level. Physical education and sport activities were undertaken in conjunction with the school-feeding program for children who completed their academic classes successfully. The severely deteriorated conditions of the schools were improved. New classrooms, libraries, resource centers and separate latrines for boys and girls were built. Classrooms now have combined desks and blackboards. The CDA project also created a close relationship between the community and the government and initiated the community for more participation in education.

To ensure that the initial USAID/Ethiopia investments made in the CDA schools would have a sustained impact on an improved school environment for better learning, WLE has integrated almost all CDA schools into the ongoing USAID BESO II Community Government Partnership Program.

Among the issues encountered in the implementation of CDA were a) insufficient consultation with local government officials in the selection of participating schools by program planners, b) severe time constraints for program planning and implementation; c) implementation constraints with local communities and local contractors; and d) lack of water and stone essential for construction at a number of sites.

Acronyms

BESO	=	Basic Education Strategic Objective
CDA	=	Complementary Drought Assistance Program
DPPB	=	Disaster Prevention and Preparedness Bureau
DPPC	=	Disaster Prevention and Preparedness Commission
KETB	=	Kebele Education and Training Board
MoE	=	Ministry of Education
PTA	=	Parent Teacher Association
REB	=	Regional Education Bureau
SC/US	=	Save the Children/United states
SDA	=	School Development Agent
USAID	=	United States Agency for International Development
WCBO	=	Woreda Capacity Building Bureau
WDPPD	=	Woreda Disaster Preparedness and Prevention Department
WEO	=	Woreda Education Office
WHO	=	Woreda Health Office
WLE	=	World Learning Ethiopia
ZED	=	Zone Education Desk

1.0 Brief Background

In 2002 - 2003 Ethiopia faced one of the worst famines in its history. The drought affected most of the country including the agricultural and pastoral regions. About 21% of its population required food assistance. The high food shortage of 2003 was aggravated by the residual effect of previous droughts.

The drought had a severe effect on communities, and particularly on children. The consequences of the drought on education in school included decreasing the enrollment of new students, increasing the number of dropouts and increased absenteeism. Participation was significantly reduced while many hungry children attended school without adequate educational materials because of the drought's economic impact on their families.

Students were forced to abandon schooling in search of food and water, and to help their families. Often they were unable to walk to school because they were hungry. Diseases such as malaria made them weak and sometimes bed-ridden. Many children, particularly girls, had to shoulder the responsibility of care for sick family members. Boys sometimes migrated to urban and peri-urban areas in search of jobs to support their family members. In some cases, children had no one to look after them because their parents had left home in search of food.

The Complementary Drought Assistance (CDA) Project was initiated by USAID/Ethiopia in early 2003 to support schools and children in selected drought-affected areas. World Learning Ethiopia (WLE) was responsible for implementing the CDA program in Amhara and Southern Nations Nationalities and Peoples' Region (SNNPR). Through an agreement signed on April 30, 2003, between May 2003 and April 30, 2004, WLE supported schools in drought-affected parts of Amhara and SNNPR with a goal to provide food and learning in schools, and preserve the progress made during the previous years in increased student enrollment, gender equity and quality of learning. Save the Children/USA and Tigray Development Association implemented similar projects in other regions of Ethiopia.

The basic CDA strategy was to link school feeding with educational strengthening. The World Food Program (WFP) provided food for participating schools and GOAL/Ethiopia was subcontracted through Save the Children/USA to provide oversight for school feeding in both Save the Children/USA and World Learning Ethiopia operational areas.

USAID/Ethiopia, in collaboration with the Federal Ministry of Education (MoE) and the Federal Disaster Prevention and Preparedness Commission (DPPC), selected schools that were most severely affected by the current drought.. Thirty-two schools from Amhara and 33 schools from SNNPR were identified by USAID/ Ethiopia and approved for assistance. The schools in Amhara Region were located in Ebinat and Simada Woredas (South Gonder Zone) and in Dessie Zuria Woreda (South Wollo Zone). Schools included in the program from SNNPR were in Mareko and Maskan Woredas, from Guraghe Zone,

Dalocha and Lanfuro Woredas from Siliti Zone, Boricha and Awassa Woredas from Sidama Zone, and Damot Woyde Woreda from Wolayta Zone.

WLE was requested to assist in CDA implementation in Amhara and SNNPR because it had long established staff and facilities in these regions through implementation of the BESO II Community Government Partnership Program (CGPP). Moreover, through CGPP, WLE had well-developed working relationships with schools, communities and government agencies in the region enabling it to begin implementation of the CDA project with key infrastructure and localized knowledge already in place.

In addition to school feeding, the WLE CDA project included educational strengthening, summer school program, de-worming and Woreda Capacity Building components.

2.0 Purpose and Objectives of the CDA Project

Although primarily an emergency related activity, a major objective of the CDA project was to implement development-oriented activities to alleviate the educational problems of children in the drought-affected schools. The specific objectives of the CDA were:

- To improve enrollment and retention of school children through school feeding and educational strengthening;
- To improve the infrastructure and facilities of schools for better learning;
- To provide capacity building support to participating WEOs and encourage collaboration.

WLE's implementation approach and strategies for the project in the drought-affected schools included:

- Addressing and supporting the educational and health needs of children in the drought affected areas;
- Reinforcing community stability by strengthening the school as a resource that provides a quality education for local children;
- Enhancing the community and school's participation in the process of determining how best to utilize intervention resources in accordance with local environmental conditions, priorities and educational needs;
- Promoting community contributions in accordance with locally available manpower and resource availability;
- Responding flexibly based on assessments of local conditions and needs;
- Integrating Woreda Education Officials into the monitoring of project interventions; and,
- Focusing on activities that can be successfully implemented and completed in the limited time frame available for project implementation.

WLE operated the CDA project at both community and government level in the following key areas:

- a) Working directly with the community, schools and the Woreda Education Office;
- b) Promoting retention and reducing dropouts;
- c) Stimulating girls' participation;
- d) Supporting capacity building processes for schools and communities;
- e) Encouraging grassroots level school improvement activities;
- f) Providing effective Monitoring and Evaluation; and
- g) Documentation and dissemination of results of interventions

Collaboration was an important element in the WLE intervention strategy and WLE sought the active participation of a broad range of actors and stakeholders including

At the school and community level:

- Schools
- Students (Target group of the project)
- Teachers and Headmasters
- Parents
- The Community through Parent Teacher Associations and Kebele Education and Training Boards

At the local government level:

- Woreda Capacity Building Office
- Woreda Education Office
- Woreda Health Office
- Regional Education Bureau

3.0 Geographic Coverage

As described previously, WLE implemented the CDA project in SNNPR and Amhara states. In SNNPR, CDA was implemented in four zones: Silti, Guraghe, Sidama and Wolayta, and in seven Woredas. There were two Woredas each in Silti, Guraghe, Sidama Zones and one Woreda in Wolayta Zone: Dalocha, Lanfuro, Maskan, Mareko, Boricha, Awassa Zuria and Damot Woyde. Initially schools in three Woredas of the region, Dalocha, Lanfuro and Mareko were selected by USAID for inclusion in CDA. However, following complaints from the communities and the Regional Education Bureau, in addition to those already selected, new schools were added to the program from the same Woredas and from Meskan, Damot Woyde, Boricha and Sidama Zuria.

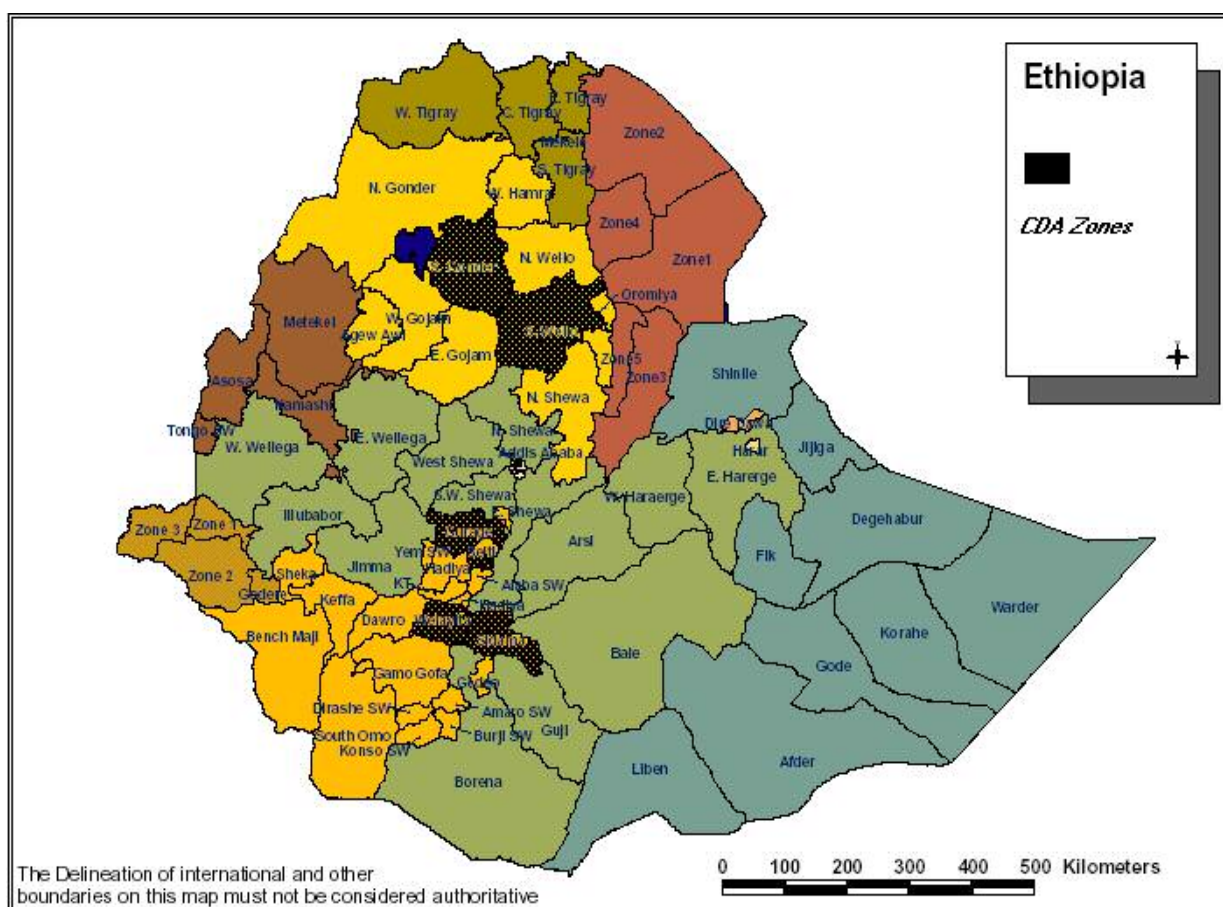
In Amhara, WLE executed the project in South Gonder Zone (Ebinat and Simada Woredas) and South Wollo Zone (Dessie Zuria Woreda). Therefore WLE's implementation of the CDA project covered 2 Regions, 6 Zones and 10 Woredas. There were 33 and 32 schools in SNNPR and Amhara Respectively. Table 1 presents data about the geographic coverage and the on the number of schools and student beneficiaries as provided by USAID/Ethiopia.

Table 1
Number of Schools, Targeted Students and Beneficiary Students

Region	Zone	Woreda	No. Of Schools	No. Of Initially Targeted Students*	No. Of Beneficiary Students
Amhara	South Gonder	Ebinat	11	5,875	6,301
		Simada	9	6,180	8,569
	South Wollo	Dessie Zuria	12	7,157	8,815
		Total	2	3	32
SNNPR	Silti	Dalocha	9	5,922	9,723
		Lanfuro	5	3,622	5,459
	Guraghe	Meskan	5	5,619	7,210
		Mareko	5	1,430	2,857
	Sidama	Boricha	3	2,230	4,470
		Awassa Zuria	2	1,320	1,857
	Wolayta	Damot Woyde	4	3,547	3,891
		Total	4	7	33
Grand Total	6	10	65	42,902	59,152

Data Source: USAID

Figure 1: Geographical Distribution of WLE CDA Zones



4.0 Performances and Accomplishments

The implementation of the project began by familiarizing the project stakeholders (communities, Woreda Education Officials and other concerned bodies) through workshops and meetings. Orientation workshops were conducted in both Amhara and SNNPR prior to commencement of project implementation at the community level. To implement the program, WLE recruited special CDA School Development Agents to assist government bodies and communities in program implementation. Because of the time constraints in the USAID design as well as the need to identify field personnel familiar with the individual communities, participating WEOs were asked to select local teachers to serve as SDAs. In accordance with specific criteria prepared by WLE, nine were appointed for Amhara and eight for SNNPR. To provide quality control and rapid implementation, two experienced CGPP Zone Coordinators were assigned part-time to South Gonder and South Wollo Zones to support SDAs, schools, communities and local government bodies. In SNNPR a full time staff member was assigned as Regional Coordinator for the CDA project. World Learning also assigned two Zone coordinators in Amhara to coordinate the field activities in addition to their responsibilities to supervise BESO II CGPP schools.

As an initial activity, SDAs with the Zone Coordinators received five days of intensive training focusing on problem identification, priority setting, and the development of strategic plans, community participation strategies and CDA project administration.

4.1 Educational Strengthening

The project design for the educational strengthening component called for a mandatory activity required of all schools and additional activities selected from a list of options. Project funds were allocated to each school based on an assessment of four criteria. These included:

- Drought impact on the Woreda based on UN/DPPC Population Needing Assistance figures;
- Number of enrolled students (inversely proportional, to insure minimum adequate resources for all schools);
- Physical conditions of the school (based on 10 major indicators with three evaluation options each); and
- Gender balance in the school's enrollment

The mandatory activity for all schools under the educational strengthening component required the construction of separate latrines for boys and girls if they did not already exist. Other optional activities were to be selected by the communities based on school needs and funding availability. The projects under this menu of options included construction of additional classrooms, additional water and sanitation facilities, provision of school furniture including large blackboards, combined desks, bookshelves, chairs, office tables, cupboards, establishment of libraries and pedagogical centers, provision of textbooks and learning materials, sports equipment, construction of teacher housing,

school gardening kits etc. Necessary construction material and furniture requested by CDA schools, were to be purchased by WLE and distributed to schools through the respective Woreda Education Offices in conjunction with oversight by project staff.

This component of the program significantly resolved shortages of furniture and material inputs for the CDA schools. Construction of additional classrooms enabled schools reduce/minimize the high student section ratio and has contributed to a better learning environment in the schools. Most of the classrooms have been furnished with desks, blackboards, chairs and tables. The construction of separate latrines for boys and girls has created a more gender appropriate environment for girls. A detailed description of the activities in the SNNPR educational strengthening component is found in Table 2 and in Table 3 for Amhara.

Table 2
Planned and Actual Physical Construction Undertaken in SNNPR
CDA Schools by Zone, Woreda and Type of Facilities

Zone	Woreda	Classrooms	Pedagogical center	Library	Latrine	Office and Staff room	Teachers' Residence	Total		
								Planned	Actual	% Variation
Silti	Lanfuro	4	2	1	9	1	-	17	17	0
	Dalocha	10	1	1	9	-	-	21	21	0
Guraghe	Mareko	-	-	-	5	-	-	5	5	0
	Meskan	16	2	1	8	1	-	28	28	0
Wolayta	Damot Woyde	5	2	1	8	1	-	17	17	0
Sidama	Boricha	5	1	-	6	1	-	13	13	0
	Awassa Zuria	4	-	-	3	-	4	11	11	0
Totals	7	44	8	4	48	4	4	112	112	0

Table 3
Planned and Actual Physical Construction Undertaken in Amhara
CDA Schools by Woreda and Type of Facilities

Type of Construction/ Items purchased	Woreda			Total		
	Ebinat	Simada	Dessie Zuria	Planned	Actual	% Variation
Classrooms	6	27	24	54	57	+5.3
Latrine	15	16	20	51	51	-
Classroom floor cementing	-	-	6	6	6	-
Combined Desk	1,540	1,219	1,274	5,073	4,033	-25.7
Teacher's chair	14	147	84	269	245	-9.8
Teacher's table	0	108	74	179	182	+1.6
Office table	9	31	9	52	49	-6.2
Cupboard	0	20	0	22	20	-10.0
Bookshelf	25	19	0	45	44	-2.3
Black board	47	81	63	187	191	+2.1

As can be seen from the tables, there are some variations between the planned and the actual physical construction accomplished in Amhara. This occurred because:

- a) Some schools changed their initial preference from additional latrines to additional classroom construction;
- b) Errors occurred in cost estimations during planning between projected and actual costs;
- c) Schools sometimes changed their preference from higher cost items to lower cost activities to maximize budget availability, as they perceived them to be the case.

4.2 Summer School Program

An important component of the CDA program was the summer school program organized for students in all schools. Because of the drought, many students had stopped attending classes completely. Other students attended intermittently and were not promoted to the next grade because of their poor academic performance resulting from poor nutrition and inadequate food supplies at home. (Note that the while Ministry of Education has instituted a policy of automatic promotion, it appears that some schools and woredas do not adhere to that policy.) Therefore, the primary objective of the summer school program was to organize supplementary tutorial classes in conjunction with the school-feeding program so as to afford local children the opportunity to improve their learning while receiving adequate food resources. An important goal was that through the summer school program, children disadvantaged by the drought would be promoted to the next grade level in the coming academic year. The summer program also assisted already promoted students to gain additional preparation for the next grade level.

Woreda Education Offices were given the responsibility of identifying teachers for the summer program. As many of the schoolteachers assigned to the CDA schools were on vacation and/or attending in-service summer programs, the Woredas identified other local teachers who were available for the summer educational strengthening program. In the case of SNNPR, some university students who were on vacation with their families in their locality were also hired in areas where there was shortage of available teachers. The summer classes began on schedule in all Woredas in Amhara, but were delayed in some SNNPR woredas because of regional and USAID discussions about targeting. Thus, Mareko, Dalocha and Lanfuro Woredas started the summer school program in July 2003. Awassa Zuria, Boricha, Maskan and Damot Woyde started in August 2003. The summer school program continued until the formal classes began at each school in September 2003.

The summer school program had a significant impact on student learning as well as retention and promotion as noted in Tables 4, to 9. 23,685 students from Amhara and 15,866 students from SNNPR participated in the summer school program for a total of 39,551 students. Based on criteria established by each Woreda Education Office, in both the regions a total of 6,722 students (44.5% female) sat for final grade examinations and 4,493 (66. 8%) of them passed successfully. Regionally, of the total students who sat for the final exam, 52.4% in Amhara and 80.1% in SNNPR were promoted. Other students who participated in the summer program but who were ineligible to sit for examination were subsequently able to perform well in the 1996 (2003/2004) academic year.

Table 4
Enrollment By Zone, Woreda and Gender-Amhara Region

Zone	Woreda	Number of CDA Schools	USAID Initial Enrollment Data (April 2003)			April 2004 Enrollment (At End of Project)		
			Male	Female	Total	Male	Female	Total
South Wollo	Dessie Zuria	12	3,232	3,041	6,273	4,586	4,229	8,815
South Gonder	Simada	9	2,560	2,252	4,812	4,510	4,008	8,569
	Ebinat	11	2,905	2,970	5,875	3,176	3,125	6,301
Region Total	3	32	8,697	8,263	16,960	12,272	11,362	23,685

Table 5
Enrollment By Zone, Woreda and Gender-SNNP Region

Zone	Woreda	Number of CDA Schools	USAID Initial Enrollment Data (April 2003)			April 2004 Enrollment (At End of Project)		
			Male	Female	Total	Male	Female	Total
Guraghe	Meskan	5	3,281	2,078	5,359	4,377	2,833	7,210
	Mareko	5	1,147	283	1,430	2,004	853	2,857
Silti	Lanfuro	5	2,840	555	3,395	4,000	1,459	5,459
	Dalocha	9	4,472	1,318	5,790	6,397	3,326	9,723
Wolayta	Damot Woyde	4	2,275	1,172	3,447	2,356	1,535	3,891
Sidama	Awassa Zuria	2	794	441	1,235	984	873	1,857
	Boricha	3	1,491	887	2,178	2,536	1,934	4,470
Region Total	7	33	16,300	6,734	22,834	22,654	12,813	35,467

Table 6
Change of Enrollment in CDA Schools by Woreda in Amhara Region

Woreda	Enrollment						Increase in Enrollment in % USAID→April 2004		
	USAID Initial Enrollment Data April 2003			April 2004					
	M	F	T	M	F	T	M	F	T
Dessie Zuria	3,232	3,041	6,273	4,586	4,229	8,815	41.89	39.07	40.52
Simada	2,560	2,252	4,812	4,510	4,008	8,569	76.17	77.98	78.08
Ebinat	2,905	2,970	5,875	3,176	3,125	6,301	9.33	5.22	7.25
Total	8,697	8,263	16,960	12,272	11,362	23,685	41.11	37.50	39.65

Table 7
Change of Enrollment in CDA Schools by Woreda in SNNP Region

Woreda	Enrollment						Increase in Enrollment in % USAID→April 2004		
	USAID Initial Enrollment Data April 2003			April 2004					
	M	F	T	M	F	T	M	F	T
Meskan	3,281	2,078	5,359	4,377	2,833	7,210	33.40	36.33	34.54
Mareko	1,147	283	1,430	2,004	853	2,857	74.72	201.41	99.79
Lanfuro	2,840	555	3,395	4,000	1,459	5,459	40.85	162.88	60.80
Dalocha	4,472	1,318	5,790	6,397	3,326	9,723	43.05	152.35	67.93
Damot Woyde	2,275	1,172	3,447	2,356	1,535	3,891	3.56	30.97	12.88
Awassa Zuria	794	441	1,235	984	873	1,857	23.93	97.96	50.36
Boricha	1,491	887	2,178	2,536	1,934	4,470	70.09	118.04	105.23
Total	16,300	6,734	22,834	22,654	12,813	35,467	38.98	90.27	55.33

Table 8
**Number of Students Enrolled, Sat for Final Exam and Promoted to the
Next Higher Grade by School in SNNPR CDA schools**

Zone	Woreda	No. Of CDA Schools in the Woreda	Enrollment In the Woreda CDA schools			Number of Students Sat for final exam			Number of Promoted Students			
			M	F	T	M	F	T	M	F	T	%
Silti	Lanfuro	5	2,351	596	2,947	198	72	270	198	72	270	100
	Dalocha	9	3,746	1,600	5,346	629	248	877	482	186	668	76.2
Guraghe	Mareko	5	984	306	1,290	231	76	307	167	58	225	73.3
	Meskan	5	3,447	2,385	5,832	398	203	601	398	203	601	100
Wolayta	Damot Woyde	4	133	124	257	377	349	726	391	254	645	74.7
Sidama	Boricha	3	23	11	34	283	227	510	93	92	185	36.3
	Awassa Zuria	2	98	62	160	209	152	361	209	152	361	100
Total	7	33	10,782	5,084	15,866	2,325	1,327	3,652	1,938	1,017	2,955	78

Table 9
Number of Students Enrolled, Sat for Final Exam and Promoted to the
Next Higher Grade by School in Amhara CDA schools

Zone	Woreda	No. of CDA Schools in the Woreda	Enrolment In the Woreda CDA schools			Number of Students Sat for final exam			Number of Promoted Students			
			M	F	T	M	F	T	M	F	T	%
South Gonder	Ebinat	11	3,176	3,125	6,301	309	519	828	157	203	360	43.4
	Simada	9	4,510	4,008	8,569	462	595	1,057	282	401	683	64.6
Total		20	7,686	7,133	14,870	771	1,114	1,885	439	604	1,043	55.3
South Wollo		12	4,586	4,229	8,815	498	550	1,048	247	248	495	47.2
Region Total		32	12,272	11,362	23,685	1,269	1,664	2,933	686	852	1,538	52.4

To facilitate the summer school program, school kits including pens, pencils, notebooks, rulers, erasers, and sharpeners were distributed to the students in the CDA schools. Stationeries were purchased in bulk by the Addis Ababa Office and shipped to each Woreda Education Office. Woreda Education Offices then distributed the stationeries to schools according to the list sent. The WLE Regional Project Office followed-up to verify the distribution of materials.

The allocation of learning materials was determined by taking the number of students per grade level into account. After analyzing the budget allocation for each school, sports materials such as volleyballs and footballs, volleyball nets, air pumps and radios were purchased and distributed. The ratio of the sport materials to the number of CDA schools in the Amhara region was 2:1 except that of volleyballs was 6 balls per school. Furthermore, each CDA School received two radios for distance learning. The ratio of learning materials distributed to the students considered grade level as a factor. However, at a minimum each student received 9 notebooks, 5 pencils, 5 pens, 1 sharpener, 1 eraser and 1 ruler. In SNNPR, from the remaining summer school budget, 3 volleyballs, 3 volleyball nets, 4 footballs, 2 radios and tape recorders, and 1 pump were sent to each CDA School.

Table 10
School Kitts Distributed to Amhara CDA Schools

Zone	Woreda	No. of Schools	Notebooks	Pens & pencils	Rulers	Erasers	Sharpeners	Radio With 2 Dry cells	Volley balls & Footballs	Volley ball net	Air Pumps with Needles
South Gonder	Ebinat	11	47,056	77,040	4,815	4,815	9,630	22	66	22	11
	Simada	9	49,504	84,320	5,270	5,270	10,540	18	54	18	9
South Wollo	Dessie Zuria	12	65,814	107,984	6,749	6,749	13,498	24	72	24	12
Total	3	32	162,374	269,344	16,834	16,834	33,668	64	192	64	32

Table 11
School Kits Distributed to SNNPR CDA Schools

Zone	Woreda	No. Of schools	Notebooks	Pens & Pencils	Rulers	Erasers	Sharpeners	Radio-tape Recorders	Balls, nets & Pumps
Silti	Lanfuro	5	43,959	43,464	3,622	3,622	7,244	10	50
	Dalocha	9	71,955	71,064	5,922	5,922	11,844	18	63
Guraghe	Mareko	5	17,655	17,160	1,430	1,430	2,860	10	35
	Meskan	5	67,868	67,356	5,613	5,613	11,226	10	35
Wolayta	Damot Woyde	4	39,017	42,564	3,547	3,547	7,094	8	28
Sidama	Boricha	3	24,530	26,760	2,230	2,230	4,460	6	15
	Awassa Zuria	2	14,520	15,840	1,320	1,320	2,640	4	14
Total	7	33	279,504	284,208	23,684	23,684	47,368	66	240

4.3 Woreda Capacity Building Support

To stimulate the participation of Woreda Education Offices in the implementation of the CDA project as well as to meet their special needs, one thousand dollars (US\$1,000) was allocated to each participating Woreda Education Office as capacity building support. All Woredas were required to submit their request based on an internal needs assessment. After collecting requests and reviewing them for relevancy, bids were invited and the materials were purchased according to CDA purchasing procedures. Items such as chairs, tables, sleeping bags, staplers, printers, calculators, filing cabinets and others were procured and distributed to the Woreda Education Offices. See Table 12 and Table 13.

Table 12
Number of Items Purchased and Distributed to Woreda Education Offices in Amhara CDA Woredas

Type of Furniture/Equipment	Woreda			Total
	Ebinat	Simada	Dessie Zuria	
Swivel Chair	1	2	-	3
Conference Table	1	-	-	1
Filling Cabinet	4	-	-	4
Guest Armchair	8	8	-	16
Office Table with double pedestal	1	5	-	6
Sleeping Bag	2	-	-	2
Epson printer-2180	-	-	1	1
Giant Stapler	-	-	1	1
Giant Puncher	-	-	1	1
Medium Puncher	-	-	5	5
Olympia Calculator 5212E	-	-	1	1
Scientific calculatorFX82tl	-	-	5	5
Giant Stapler Wire (Packets)	-	-	8	8

Table 13
Number of Items Purchased and Distributed to
Woreda Education Offices in SNNPR CDA Woredas

Type of Furniture/ Equipment	Woreda							Total
	Lanfuro	Dalocha	Mareko	Meskan	Damot Woyde	Boricha	Awassa Zuria	
Swivel Chair	4	4	-	-	3	4	3	18
Conference Table	-	-	-	-	-	1	2	3
Filling Cabinet	-	2	-	1	-	-	1	4
Guest Armchair	-	-	-	1	-	3	-	4
Office Table	-	4	-	1	5	7	1	18
Scientific calculator	-	-	-	2	-	1	-	3
Giant Stapler	-	-	-	1	-	-	-	1
Type writer	-	-	1	1	-	-	-	2
Shelf	4	2	10	-	-	-	2	18
Chair	35	-	-	1	12	-	16	64
Paper cutter	-	-	-	1	-	-	1	2
Computer table	-	-	-	-	-	-	1	1
Cupboard	1	-	-	-	4	-	1	6

4.4 The De-worming Program

To help reduce internal parasites, malnutrition and related childhood diseases, USAID planned to distribute Albendazole 200mg. tablets for deworming to all project schools through UNICEF. Subsequently, USAID informed WLE that each of the participating partners would be required to implement the de-worming program directly. These tablets were obtained from USAID/Ethiopia and WLE arranged for their distribution to each CDA School.

WLE implemented the de - worming component in collaboration with Woreda Health Offices in both regions. Woreda Education Office Heads, Woreda Health Office Heads, KETB and PTA chairpersons together with School Headmasters were briefed on how to administer the tablets to the children. Then the schools administered the tablets to their students. Woreda Health offices provided technical assistance to school communities and PTA in the administration of the tablets.

Because WLE was provided with tablets insufficient to administer the recommended dose to each student, in consultation with USAID/Ethiopia, the tablets were distributed proportionally to the number of students currently in attendance beginning with the youngest children as follows: 40,644 tablets were provided for CDA schools in SNNPR and 28,846 tablets for CDA schools in Amhara were distributed to the children to take in a single dose of two tablets. However as the total number of students exceeded the total

number of tablets distributed, only 34,735 students (72.8%) were administered the full dose.

Shortly thereafter, children reported better appetite and improved health status after taking the tablets. Also, many children reported becoming energetic and actively involved in sports and other school activities compared with the pre-administration period.

Table 14
Summary of the Distribution of De-worming Tablets to
CDA schools in SNNPR and Amhara

Region	Zone	Woreda	Enrollment in December 2003			No. of Students in School Feeding	No. of Tablets Distributed
			Male	Female	Total		
SNNPR	Guraghe	Meskan	3,852	2,571	6,423	6,423	4,821
		Mareko	1,414	642	2,056	2,056	1,226
	Silti	Dalocha	6,140	3,152	9,292	9,292	5,078
		Lanfuro	3,481	1,217	4,634	4,634	3,106
	Wolayta	Damot Woyde	2,191	1,446	3,637	3,637	3,043
		Boricha	2,281	1,786	4,067	4,067	1,913
	Sidama Zuria	Awassa	864	662	1,526	1,526	1,132
Region Total	2	7	20,223	11,476	31,635	31,635	20,319
Amhara	South Gonder	Ebinat	2,035	2,200	4,235	4,235	4,391
		Simada	2,516	2,684	5,200	5,200	4,619
	South Wollo	Dessie Zuria	3,405	3,211	6,616	6,616	5,413
Region Total	2	3	7,956	8,095	16,051	16,051	14,423
Grand Total	4	10	28,179	19,571	47,686	47,686	34,742

4.5 School Feeding Program

As important purpose of the CDA program was to provide school feeding to maintain school children in schools, and ultimately to stabilize communities in a time of drought. The innovation was to link an educational strengthening component to school feeding and thus address two needs (health and education) simultaneously. The school-feeding program started in August and September 2003 in Amhara and SNNPR respectively. GOAL/Ethiopia implemented this component of the project in all the 65 CDA schools in Amhara and SNNPR under a subcontract with Save the Children USA that took responsibility for all school feeding activities. World Food Program delivered the necessary food items (a Corn Soybean Blend) to each school or to the nearest accessible point in cases where road conditions did not permit direct delivery to a school. In such cases, community members met the trucks and arranged to transport the food to their school site.

GOAL/Ethiopia constructed stores and kitchens at all the CDA schools, transported kitchen items and feeding materials to schools, and recruited and trained local cooks. The construction of kitchens and stores, installation of ROTO water tanks connected to roof water catchments were investments that were also made in these schools. The PTAs and

School Feeding Committees organized community support activities such as the collection of firewood, fetching water, transporting the WFP food from the nearest accessible road by truck or animals to the school, and supervising the feeding program. In the latter stages of the project implementation, some PTAs began to provide modest salaries for cooks with internal resources.

The school feeding program was very successful as with other components of the CDA project. It not only provided nutritious food to school children, it brought children back to school who had dropped out because of the impact of the drought on their family conditions. Indeed, the additional children attracted by the School Feeding Program subsequently impacted on the resources provided to schools because the allocation of resources had been based on attendance figures gathered prior to the inception of the CDA program. Ultimately, 19,358 more children attended the CDA school program (an increase of 48.6%) than originally projected by USAID. The number of student in the school feeding program is depicted in the Tables 15 and 16 below.

Table 15
Number of Students in Feeding Program in Amhara CDA Schools

Zone	Woreda	No. Of schools in the Woreda	No. Of Students		
			Male	Female	Totals
South Wollo	Dessie Zuria	12	4,586	4,229	8,815
South Gonder	Simada	9	4,510	4,008	8,569
	Ebinat	11	3,176	3,125	6,301
TOTAL	3	32	12,272	11,362	23,685

Table 16
Number of Students in Feeding Program in SNNPR CDA Schools

Zone	Woreda	Grade								Total Male	Total Female	Totals
		1	2	3	4	5	6	7	8			
Silti	Lanfuro	2,096	1,297	755	798	284	149	80	0	4,000	1,459	5,459
	Dalocha	4,364	1,553	986	805	818	548	512	137	6,397	3,326	9,723
Guraghe	Mareko	1,253	722	516	366	0	0	0	0	2,004	853	2,857
	Maskan	1,891	1,439	1,443	1,075	637	354	279	92	4,377	2,833	7,210
Wolayta	Damot Woyde	1,314	899	547	403	224	215	148	141	2,356	1,535	3,891
Sidama	Boricha	1,901	575	509	492	361	351	281	0	2,536	1,934	4,470
	Awassa Zuria	727	448	286	241	155	0	0	0	984	873	1,857
Region Total		13,546	6,933	5,042	4,180	2,479	1,617	1,300	370	22,654	12,813	35,467

*Data source- Goal/ Ethiopia

5.0 Training and Workshops

5.1 Project Orientation Workshop

As described earlier in this report, in order to start implementation of the project, Project Orientation Workshops were held in SNNPR and Amhara, for three days each. Specifically, in SNNPR, the first workshop was held in Butajira, from May 22-24 2003. 118 participants drawn from 17 schools in Dalocha and Lanfuro Woreda of Silti Zone and Mareko Woreda of Guraghe Zone, attended the workshop. A second workshop was organized in September 2003 in Awassa to orient participants from Boricha, Awassa Zuria, Damot Woyde and Maskan Woredas which had been added to the project by USAID. (Maskan Woreda had actually been designated in the original USAID selection but the WEO disagreed with the selection of schools by USAID and refused to send school representatives to participate in the May workshop.) Resource persons from the Regional Disaster Prevention and Preparedness Bureau, Regional Education Bureau and GOAL/ Ethiopia facilitated the training and workshop sessions with WLE staff.

In Amhara, a similar workshop was convened in Debre Tabor from May 27-29 2003. 154 participants from Simada, Dessie Zuria and Ebinat Woreda were represented at the workshop. The objectives of the workshops were to:

- Orient participants on the objectives and strategies of the CDA program in response to the effect of the current drought on primary education
- Identify major problems facing targeted schools, and develop strategies to overcome them
- Discuss with relevant government officials (Woreda Education Officials) and community representatives (PTA and KETB) their primary roles and responsibilities for effective implementation of the project
- Develop action plans and timelines indicating actions to be taken to improve the schooling of children

The contents covered in the workshop included the status of current drought in the target areas, the impact of the current drought on primary education, general description of the CDA (school feeding, de worming and school improvement), the School Feeding Program (how it works), community participation strategies for school improvement, defining roles and responsibilities of partners, and development of the action plan for school improvement for each school. After the workshops, participants began implementation of their action plans in their schools.

Table 17
Number of Participants in Training and Workshop for CDA Schools
by region and Type of Training/Workshop

Region	SDA & Zone Coordinators Training	Project Orientation workshop	CDA-CGPP Transition Workshop	Total
Amhara	11	154	117	282
SNNPR	8	118	120	246
Total	19	272	237	528

5.2 Training of SDAs

Following the initial Project Orientation Workshop, CDA School Development Agents participated in five days of training provided by WLE in both regions. This training was designed to develop skills for the SDAs in providing technical assistance in the development of school improvement plans, gathering school and community baseline data and providing ongoing monitoring and follow-up support until end of the project.

The topics of the SDA training program included:

- Status of drought in target regions
- Impact of current drought on primary education
- Overview of BESO II CGPP and description of CDA project
- School improvement component of CDA
- School feeding program
- Strategic school improvement plan
- Strategies to encourage community participation in CDA
- Main tasks of SDAs in CDA
- CDA school level budget allocation
- CDA monitoring and evaluation
- Actions plan development

5.3 Transition Workshops

To maximize the long-term benefits of the initial investments made in the CDA schools and for a wider impact on the improved school environment, WLE decided to incorporate the CDA schools into the regular BESO II Community Government Partnership Program in each region. Because the parameters for each program (CDA and CGPP) were different, WLE organized transition workshops for all CDA schools to insure that their integration into the CGPP program would be smoothly carried out. In SNNPR the transition workshop was conducted in December 2003 while in Amhara the same workshop was conducted in January 2004. In addition to PTA members and Woreda Education Officials, Woreda Health Office personnel also participated on the workshops to provide technical support in the administration of de-worming tablets. Workshop participants reviewed the activities of the CDA program and introduced the approach and strategies of BESO II CGPP. Particular emphasis was placed on the importance of

greater parental and Woreda Education Officials participation in school improvement as opposed to the infusion of external resource approach of the CDA project alone. Because of the emergency nature of the CDA project, community and parental participation in school improvement had been limited to some labor and material contribution.

The major topics addressed in the transition workshop included:

- Review of CDA implementation by participants from each Woreda group;
- Personal and environmental hygiene, sanitation and de-worming;
- Primary education problems and actions needed to improve educational quality and equity;
- School leadership, organization, community participation, and guidance for managing school finance;
- Introduction to the BESO II CGPP project;
- Strategies for improving girls' education;
- Development of action plans by each of the Woredas and schools to implement de-worming, complete the educational strengthening component of CDA and begin the implementation of BESO II CGPP;
- Review of strengths and weaknesses of the CDA program.

The Education and Health Officers facilitated the above topics together with World Learning Ethiopia's staff. The participants (particularly KETB/PTA members) appeared highly motivated to begin implementation based on a review of the Woreda action plans developed at the end of the Transition Workshop. The participants identified the following strengths and weaknesses after reviewing CDA implementation in a Woreda groups.

Strengths Reported by Participants

- Initial CDA implementation as presented in the CDA Orientation Workshop created clarity and understanding of the roles and responsibilities of the partners from the beginning.
- Timely delivery of food and beginning feeding at the required time and feeding children during a time of difficulty
- Effective participation of the community in transporting feeding and construction materials to school sites and delivering fuel and water for cooking the food.
- Teachers participation in coordinating the teaching and feeding schedules
- Effective management of the feeding program with effective technical support from GOAL/Ethiopia
- Promotion of students who dropped out of school due to the drought and repeaters to the next grade through the Summer School program in CDA schools
- The Summer School tutorial program supported the academic performance of the promoted students
- The School Feeding and Summer Program increased educational efficiency by attracting students back to schools and helping them to advance to the next grade by compensating for the missed educational days.

- The School Feeding Program educated students about personal hygiene
- Provision of desks solved the problems of school furniture where many children had been sitting on the floor or on stones
- Provision of the feeding utensils, improved cooking stoves and 3000 liter ROTO tank was an asset to the school
- The CDA implementation encouraged teamwork among the PTAs, KETBs, teachers and the wider community
- Assignment of CDA School Development Agents to closely work with the schools and communities at grassroots level facilitated implementation of the program

Weaknesses Reported by Participants

- Assigning small number of cooks with very small salaries
- Lack of School Feeding follow up by health professionals for hygiene and sanitation
- Lack of fuel and water delivery by the community in some schools
- Purchase of local kitchen construction materials from distant locations when such materials were available in the locality
- Lack of stone and sand in the schools' vicinity for construction of latrines and additional classrooms
- Frequent change of instructions concerning the life of the CDA project by World Learning Ethiopia
- No per diem payment for teachers and PTA members when they traveled to towns for CDA implementation purposes
- Delay in the provision of the educational materials to some Summer Program students

After group presentations, understanding was increased about the reasons for many of the problems by explaining the nature of the CDA project as an emergency program. As a consequence of the transition process, 60 CDA schools (29 in SNNPR and 31 in Amhara) were incorporated into CGPP. One CDA school did not join CGPP in SNNPR because it had benefited from BESO I and three schools receiving CDA assistance were already CGPP schools. The other 29 schools were transferred to the CGPP program. In Amhara one school was already a CGPP school.

6.0 Cooperation with Regional and Local Government Offices, PTAs, KETBs and Community Members

The CDA Project was implemented with the participation of different government bodies and communities. At the planning and implementation stage of the program, the role of partners was carefully considered and incorporated into the program design. As noted earlier, in addition to the various educational authorities the cooperation and support of the Disaster Prevention and Preparedness Office and the Woreda Health Office was important in workshop activities and administration of the de-worming tablets. During the Orientation Workshops, the Regional Education Bureaus assigned resource persons to

provide orientations on various topics. Furthermore, in Amhara, the REB assisted supervisors by issuing instructions to the Technical and Vocational Training Center to perform inspections on furniture constructed for CDA schools to insure that they met quality standards.

The following government offices and community level organizations were important actors in the implementation of the CDA project.

6.1 With Woreda Education Offices

Woreda Education Offices and Woreda Capacity Building offices had direct involvement with participating schools from the outset of implementation. They participated in the planning stage and their participation in the follow up activities was vital for the success of the project. The following are core cooperation areas:

1. Each of the ten Woredas in both SNNPR and Amhara assigned SDAs and paid their salaries. World Learning Ethiopia paid a salary supplement for the additional work they did;
2. The Woreda Education Offices participated in the preparation of school improvement plans.
3. WEOs received lists of construction materials and furniture purchased by World Learning Ethiopia for follow-up and supervision purposes as well as for proper final distribution to the schools.
4. WEOs participated in the selection of local contractors.
5. WEOs assigned technical construction supervisors to verify and certify that construction designs were up to MoE standards.
6. When problems arose with local contractors, WEOs, and Woreda Capacity Building Officials intervened to resolve problems. In SNNPR some Woreda Education officials went as far as to help replace local contractors who failed to abide by contractual agreements. They helped to identify others who could actually deliver the service in accordance to the agreed upon time.
7. Whenever WEOs felt that problems needed the involvement of the CDA project office, they immediately contacted WLE for prompt action.

6.2 PTA and KETBs

The PTA/KETBs were a decisive force in mobilizing the community, and played a very important role in implementing the program. The followings are some of the activities of PTAs and KETBs that contributed to project progress:

1. Mobilized community labor including excavating the ground, digging holes for latrines, fetching water from distant places, plastering walls and transporting local building materials such as stone and wood from distant locations;
2. Identified and prioritized school problems and needs;
3. Took responsibility of managing the money transferred to schools for local material purchases;
4. Decided on the type and amount of local materials to be purchased based on the bill of quantity produced by local contractors;
5. Supervised storage and use of industrial and local construction materials in schools;
6. Approved financial documents and sent them to the Regional Project Office with minutes on the purchasing procedures;
7. Reported to WEOs whenever there were problem with local contractors;
8. Mobilized the community in obtaining local construction materials from the community.
9. Approved the completion of construction activities and signed that the contractors handed over the construction.

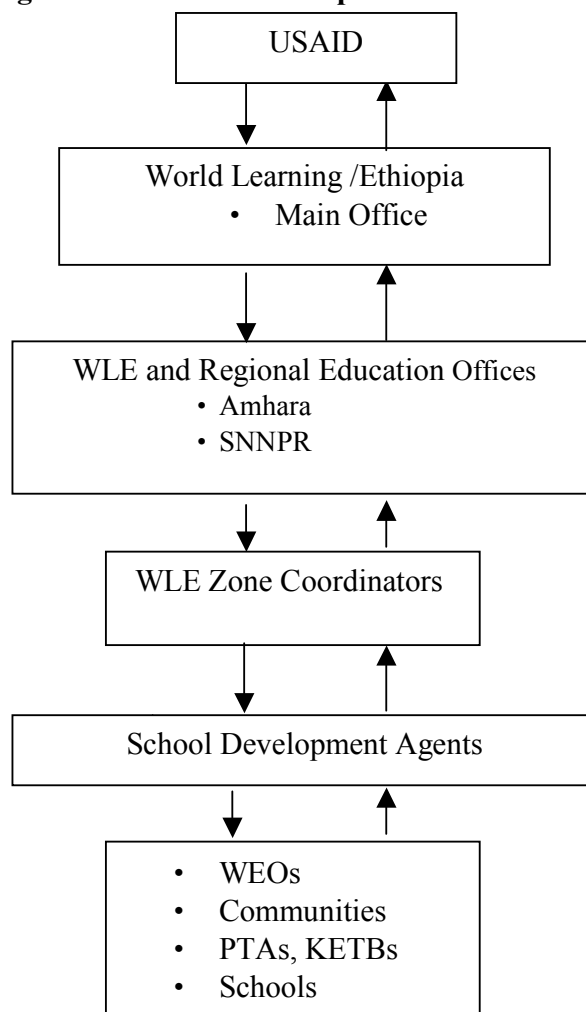
6.3 Community Members

The community, as the ultimately beneficiary of the project, strongly participated and supported the CDA program. Their participation included contributions in the form of labor, cash, material and attendance at community meetings. Their participation can be summarized as follows.

1. Provision of labor including transporting materials, digging holes for latrines, plastering walls with mud, fetching water for constructions, cooking food, transportation of industrial construction materials and stationeries in places where trucks were unable to reach the schools.
2. Contributions of local construction materials and raising small amount of money for the payment of cooks. (Reports from schools in Amhara indicate that communities made a contribution of Birr 18,415 in cash, Birr 280,965.75 in the form of material and Birr 115,365.96 in the form of labor. This makes the total estimated contribution by the community to be Birr 414,746.71 (\$48,085.71) for Amhara. However, other schools did not calculate and record the monetary value of labor and material. Hence, the value of community contributions is considerable greater than that indicated here.

3. The community also made available other local materials such as wood to construct more classrooms in addition the original plans because they were highly motivated by the construction carried out through the CDA program. The following are only examples of communities that contributed more than expected in SNNPR.
- The community of Dubie School in Dalocha Woreda constructed four additional classrooms
 - The community of Dangie Lasho School in Dalocha Woreda constructed one additional classroom and two rooms for teachers ' residences.
 - The community of Todie School in Dalocha Woreda constructed two additional classrooms.
 - The community of Mekakelegna Demekie School in Dalocha Woreda constructed a water supply for the school.
 - The community of Wontie School in Lanfuro Woreda constructed one additional classroom.

Figure 2: WLE CDA Organizational Chart of Parties Significant in the CDA Implementation Process



7.0 Co-operation with Implementing Partners

In addition to USAID, WLE worked closely with Save the Children/USA and GOAL/Ethiopia in the planning and implementation stages of the CDA Project. The sharing of existing facilities (in Bahir Dar) between GOAL/Ethiopia and WLE resulted in considerable financial saving to the project and also facilitated sharing of information from the field. There was also good information sharing between WLE, SC/USA and GOAL/ Ethiopia. Messages from the CDA Woreda Education Offices to and from the schools were sent to WLE through Goal Ethiopia and vice versa.

GOAL/Ethiopia and World Learning/Ethiopia collaborated in training and workshop activities. The monitoring activities by WLE also included the follow-up of smooth implementation of the school feeding program and proper management of stores and other resources. WLE used school physical condition assessment tools developed by SC/USA to allocate budgets for CDA schools. There were important meetings between these partners and CARE with USAID/Ethiopia which served as one forum to discuss common problems and develop strategies to overcome them. Simply stated the participation of all concerned partners was highly supportive for implementing the project.

8.0 Monitoring and Evaluation

WLE implemented two phases of data collection from the CDA schools and communities. These were: school baseline assessment scheme and monthly monitoring data collection scheme.

Initially a baseline assessment was conducted to determine the conditions at which the schools were found and gather information for budget allocation. This initial M&E activity included review of secondary data, direct observation and interviews with school personnel, students and the community at large. The phase allowed WLE to assess community-perceptions, problems and priorities. This initial phase also served as a training mechanism for staff utilization of each set of instruments.

The data gathering exercise was conducted in all CDA schools soon after SDAs had completed their initial training. This phase concentrated on basic data about each school and its operating environment, namely: School identification; current enrollment; conditions of classrooms (construction type, physical condition of floor, wall, roof, doors, and windows); School and classroom furniture (desks, chairs, shelves and storage cabinets); teaching-learning materials (availability of textbooks, teacher's guides, blackboard, maps, charts/posters, calculators, pens, pencils, rulers, chalks, markers, record books, bulletin boards, erasers...etc); availability of latrines and water sources; sanitary conditions; teacher housing; income generation activities and tools for income generation activities (e.g. school gardening kit); school pedagogical center and library materials; and availability of sports materials. The gathering of the data for this phase took two weeks. This information was important not only for allocating budgets but helped WLE to update the enrollment figures provided by USAID/Ethiopia.

Phase II data collection was organized to monitor school improvement activities and student participation. A monthly monitoring plan was introduced to check the impact of the project's intervention towards improving the schools and make them a strengthened environment for teaching and learning. A Monthly School Activity Monitoring Form was used to track the periodic (monthly) changes made in the schools as a result of the program. Based on the information, it was possible to check progresses and prepare regularly descriptive and analytical reports to USAID. Monthly data were collected through April 2004.

Specifically the data and information on the specific indicators enabled the project to track the following:

At the school, student and community level

Amount of time allotted for studying and learning

- Number and percent of students re-enrolled in school
- Number and percent of students promoted to next grade level
- Amount of school income generated
- Amount of time allotted for the provision of summer school program
- Number and distribution of notebooks, pen and pencils, office materials, furniture, sports equipment distributed to and used by schools, students and teachers
- Amount of school contributions made for school improvement activities
- Supportive activities by parents and PTA members to see the implementation of SFP and school improvement activities including the supervision of construction/ maintenance of classrooms, water wells and/ or latrines and sanitation.

At the WEO level

- Number of supervision of construction/maintenance of classrooms, water wells, and/or latrines and sanitation by WEO
- Number of monitoring and follow-up activities by WEO officials to see the implementation of SFP and school improvement activities
- Number and type of technical support provided to PTAs, KETBs, SFP staff, SDAs and to ZC by WEO
- Number of visits by WEO officials to a school to provide technical support to a PTA and/ or school
- Number of issues and problems responded to schools, PTAs and parents by local government

9.0 Major Outcomes

It is clear that the CDA project had a significant impact in retaining dropouts and repeaters, as well as in increasing attendance at schools. As noted earlier, enrollments increased in CDA schools by more than 48% overall (see Table 18 and Figure 2). In some schools, attendance doubled over the life of the CDA program. Moreover, the attendance of girls increased by 61.2%. Participating children were able to attend summer classes and many were promoted to the next grade level. Physical education and sports activities were undertaken in conjunction with the school-feeding program for children who completed their academic classes successfully.

Table 18: Change in Total Enrollment in CDA Schools

Region	USAID Initial Data April 2003			April 2004			%Change USAID→April 2004		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Amhara	8,697	8,263	16,960	12,272	11,362	23,685	41.1	37.5	39.7
SNNPR	16,300	6,734	22,834	22,654	12,813	35,467	39.0	90.3	55.3
Total	24,997	14,997	39,794	34,926	24,175	59,152	39.7	61.2	48.6

Figure 3: Change in CDA Enrollment Between USAID Initial Data and April 2004 Final Data

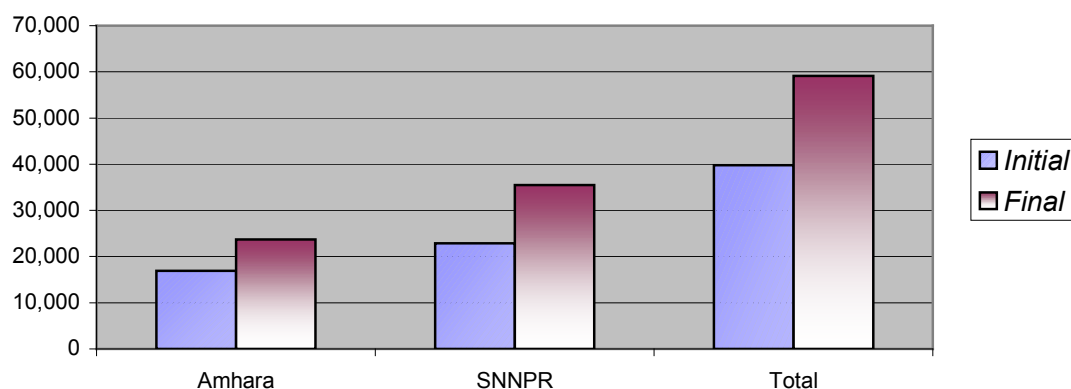
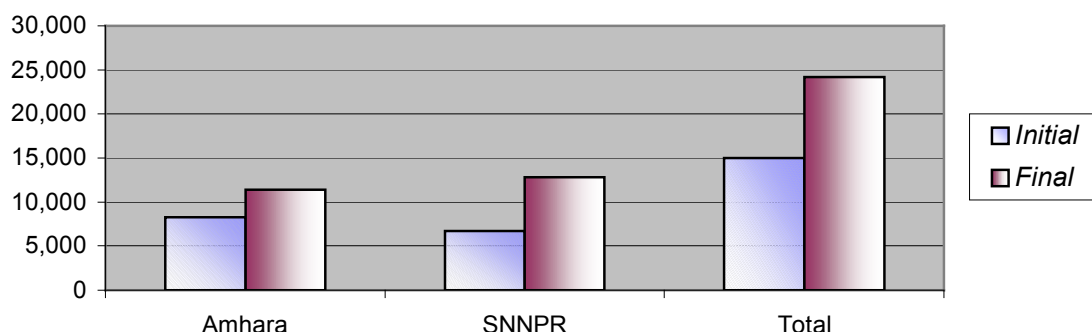


Figure 4: Change in CDA Girls' Enrollment Between USAID Initial Data and April 2004 Final Data



Specifically, the following outcomes were commonly observed:

- Strengthened environment for learning and teaching with improved classroom instruction, enhanced community participation and community contribution, and more engagement of WEO in schools activities;
- Reduced dropouts in every grade reported by schools;
- Strengthened academic performance especially that of girls
- Higher promotion rates as a result of the summer school program
- Wastage at the CDA school level reduced. It was also possible to retain students in schools and reduce dropouts, triggered by cultural factors such as abduction and early marriage.
- Students became physically stronger according to teacher and SDA reports. This in turn improved the attention and participation of students in classes.
- CDA indirectly reduced the need of parents' to provide food for their children and enabled them to retain some extra food for other family members.
- The CDA project created closer relationships between the school and the community and encouraged schools and communities to do more to support their schools. Some schools built more classrooms and teacher's residences using the materials from CDA program thus supporting teachers as well as students.

10.0 Issues, Concerns and Implementation problems

A number of implementation issues arose throughout the life of the project:

Overall Project Planning and Management-

Although USAID/Ethiopia collaborated with the Ministry of Education and the federal Disaster Prevention and Preparedness Commission in gathering data for planning and implementation of the CDA program, several serious problems were identified very early in the process of CDA implementation.

1. There appeared to be little collaboration or consultation with government educational authorities at the regional and woreda levels. None of the Regional Education Bureaus or Woreda Education Offices indicated any awareness of the CDA program prior to meeting with WLE to discuss procedures for project implementation. Furthermore, local education officials disagreed frequently with the designation of schools by USAID/MOE/DPPC for participation in CDA based on need and impact of the drought, and recommended that other schools in greater need be designated for support under CDA.
2. In almost all cases, the Woredas reported significant errors in their school enrollment statistics (invariably reporting higher enrollments) compared with the statistics contained in the enrollment analysis provided to WLE by USAID as the basis for project implementation. Thus, from the very beginning of the project there were more children that needed to be served than those identified by USAID and budgeted for. This problem was subsequently exacerbated by the increased enrollments resulting from additional children being attracted to school by the availability of food under the School Feeding Program.

After meeting with the implementing partners and USAID, it was reluctantly agreed that because budgets had already been allocated, schools already identified, and because of implementation time constraints and potential conflict in identifying new schools, all partners would implement the project in accordance with the existing original designation of schools.

This information gap may have contributed to the inadequate provision of de-worming tablets since the ordering must take place several months earlier to the de-worming program. This resulted in schools having to leave some students out of the deworming program.

3. USAID originally sought to complete implementation of the CDA program by September 30, 2003 because of constraints related to the availability of funds. However, after much discussion by all implementing partners, they agreed to an end point of the project through December 31, 2003. While each partner considered even this time frame to be too short for effective implementation, in the context of an emergency program it was agreed to adhere to this revised completion date. Subsequently, several no cost extensions were authorized to enable program completion by April 30, 2004.
4. For internal pipeline and budgetary reasons, USAID/Ethiopia instructed WLE and the other partners to expend as much project funds as possible prior to September 20, 2003. So as to assist in this effort, WLE

communicated this request to its regional and local staff, and to the communities. A strong effort was made to accelerate implementation of CDA activities to meet this spending deadline. Considerable effort was made to accelerate procurement and implementation. While WLE had some success in addressing USAID's request, these efforts inhibited smoother implementation of CDA activities in the field than might otherwise have been the case. Furthermore, this placed stress on WLE staff and participating communities.

Community Level Implementation-

Many factors impacted on project effectiveness at the school and community level that are worthy of note:

a) Time Constraints

The timetable given by USAID/Ethiopia to implement the program was very short and pressing for activities at the community level. Surely, some of this resulted from the nature of any emergency activity. Nevertheless, some of the activities were not as well planned as they might have been. For example, the time given to assess the needs of the schools was very short and many directors were not available to participate because of other responsibilities or because schools were closed. Therefore, other community representatives and/or teachers were either not confident in identifying the actual problem of the schools or they were unable to consult with others in prioritization of school needs in the short time frame available to them.

b) Shortage of Water and Local Construction Materials

An unanticipated impediment to project implementation was the unavailability of basic construction materials at many school sites. This included insufficient availability of water, sand and stones close to a number of communities. For example most of the construction in schools required a large supply of water. But as there was a major shortage of water, many schools were unable to complete the work in the time frame projected in their implementation plan. Thus, plastering classrooms and cementing floors required the most water, and the lack of water delayed the completion of some activities.

Furthermore, in some communities, sand and stone needed for construction was not readily available in sufficient quantities close to the construction site. Communities often reported that it was necessary to mobilize community labor to transport these basic building materials from distant sites.

c) Problems with Local Contractors

Woreda Education Offices assisted in identifying local contractors who were reputable and could successfully implement the required construction in the time frame available. However, in the bid process, many local contractors requested excessive amounts of money. After consultation with WLE staff, many Woreda Education Offices had to

announce bids twice or devote considerable time in negotiations with the local contractors before WLE would approve contracts. Furthermore, after local contractors started construction, they complained about the shortage of funds and again requested additional funds beyond the agreement they had signed. When they came to understand that the payments would be made only in accordance with the signed agreement, they tended to look for other contracts or failed to respect the conditions set in the contractual agreements. This also delayed implementation.

d) Shortage of Local Construction Materials

There was a significant shortage of locally available construction materials in schools. As a result, there was a big difference between the budget allocated for purchasing local construction materials and the actual price of the materials. Schools either had to look for additional funds either from the community or from Woreda Education Offices. To secure the needed funds they often had to follow long procedures before they started the actual work.

e) Shortage of Teachers for the Summer School Program

Lack of teachers was observed to effectively run the summer school program in Amhara. This occurred because many teachers had already begun summer in-service upgrading and qualification courses when the program started in July 2003 and were therefore, far from their home communities. Because of similar problems in SNNPR, university students who were on vacation were recruited as facilitators of the summer program.

f) Inaccessibility of Schools

Some schools were inaccessible by any means of transportation and distance among CDA schools was great. This made the delivery of food and construction materials difficult and impeded project supervision and implementation.

g) Absence of Local Producers, Suppliers and Manufacturers

Unavailability of furniture producers in the Woreda towns of Ebinat and Simada, in Amhara and the need to transport furniture from more distant locations affected costs in terms of time and money.

h) Busy Schedule of Some Woreda Education Office Heads

The participation and support of Woreda Education Offices was an essential ingredient to the success of CDA. They were played an important role monitoring and coordinating the work done in schools because they had more authority than did the SDAs. Important decisions often needed the attention of the Woreda Education Office Heads. When School Directors and Local Contractors encountered a serious problem, they had to bring these matters to the attention of the Head of the Woreda Education Office. But because the Woreda Education Office Heads were engaged in other activities, it was often difficult to meet with them. This often caused delays.

i) Theft in Hamus Gebeya School

While project resources were effectively managed by both community members and WLE, in the Hamus Gebeya School located in Maskan Woreda, Guraghe Zone SNNPR, the Director of the school stole materials from the school on January 30, 2004. It was reported that the Director disappeared with the materials and remains at large to date. This case was reported to Police for investigation. Despite this setback, the community was able to complete the planned construction activities through its own internal resources.

11.0 Lessons Learned

- In situations where parents cannot afford to buy school supplies for their children, the provision of basic school kits attracts children to school and enables them to continue their education.
- Even if it is of short duration, implementing the summer school program gave dropout students the opportunity of returning to school and enhanced the school's internal efficiency. The summer school program should be supported on a continuing basis if possible.
- CDA was an emergency project. Yet, integrating the educational strengthening component into school feeding improved school infrastructure well beyond the project life. The construction of additional classrooms has enabled the schools to reduce the number of children in a class (assuming the availability of additional teachers). The supply of desks and blackboards has addressed many of the CDA schools shortages. It is clear that this is a justifiable investment that addresses educational quality improvement and gender equity well beyond the life of the CDA activity. Similar opportunities for adding to the impact of emergency activities should be promoted.
- The construction of separate latrines for boys and girls has created a more positive environment for female students. The enrollment and attendance of girls is improving in CDA and CGPP schools where similar activities are underway. Efforts should be found for continuing support to girls in this manner.
- Even when parents are poor, parents are willing to contribute to school improvement in accordance with their capacity. Many communities have contributed "sweat equity" for school improvement activities. There are also communities that contributed cash and material support. This challenges the contention that some communities are too poor to provide any support to education.

12.0 Conclusion and Recommendations

The Complementary Drought Assistance Program was implemented for almost a year in all the 65 target schools. The schools were located in different ten Woredas and six zones of SNNPR and Amhara. Though schools have some differences, they all faced similar problems.

The crucial problem schools faced was retaining children in schools during a time of drought. Before the implementation of the program, the number of dropouts was continuing to rise. Children who came to school with little or no food and without the needed educational materials, were either sleeping in the class, or simply gazing at the walls. By combining school feeding with educational strengthening, the program has helped to retain high number of students that could be seen otherwise as dropouts. Moreover, organizing a summer school program contributed significantly in compensating for the deficit suffered by students by the earlier impact of drought conditions.

The program also helped reduce the number of children held back and prepared students for the next grade level. Above all, it helped students to become healthy and active learners. The deteriorated conditions of all the CDA schools have been improved - new classrooms, libraries, resource centers and a number of separate latrines for boys and girls were built. Most classrooms now have combined desks and blackboards. The CDA project also created a very close relationship between the community and the government and initiated the community for more participation in education.

In summary

1. The School Feeding Program improved the health of all children and probably saved the lives of some;
2. High numbers of potential dropouts remained in school to continue their education;
3. Many dropouts returned to school and will hopefully continue their formal schooling;
4. The summer program successfully compensated for lost school days;
5. The number of children held back was reduced and many children who sat for examinations after the summer school program were promoted to the next grade level.
6. School infrastructure was improved and a far better learning environment for boys and girls was created. New classrooms, libraries, and resource centers were built. Different latrines for boys and girls were made available in all schools. Desks and blackboards were supplied.
7. The CDA program also created a closer relationship between the community and the government.
8. The program stimulated the community to participate and support education for their children more actively.
9. By linking the CDA schools with the CGPP program, the gains made through CDA will be sustained.

Recommendations

CDA was an emergency project aimed at addressing the pressing needs of schools affected by the drought. The problems, issues and lessons learned have already been identified elsewhere in this report. However, there are a few key recommendations that stand out and deserve further consideration.

1. CDA demonstrated the value of linking school feeding with educational strengthening and should remain a key element in emergency programs directed at school-aged children;
2. Even with emergency programs, effective planning and coordination with local educational authorities is essential for programs of this nature.
3. Emergency education related programs should be carefully considered if there is a severe time constraint on the availability of funds such as existed in this program.
4. Sustainability of impact should be an important component of even emergency programs. By linking CDA schools with CGPP activities, we have demonstrated that sustainability is possible under certain circumstances.

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APPENDICES

Appendix-1: Profile of CDA Schools in Amhara region
(Data source for enrollment USAID, May 2003)

Zone	Woreda	School	Grade level	No. Of class rooms	Enrollment			No. Of Teachers			No Of Shifts	No Of Sections	Location
								M	F	T			
South Gonder	Ebinat	Akayana	1-8	4	258	275	533	7	0	7	2	7	R
		Bare Segeda	1-8	5	314	359	673	7	2	9	2	10	R
		Cheboergie	1-8	4	80	102	182	2	2	4	2	4	R
		Chicheho	1-4	6	192	202	394	4	1	5	2	5	R
		Imbeacheko	1-8	6	315	275	590	5	3	8	2	9	R
		Gela Matebia	1-8	6	391	400	791	7	2	9	2	10	R
		Gidaye	1-4	4	193	231	424	3	1	4	2	5	R
		Serenko	1-4	3	280	281	561	2	2	4	2	5	R
		Debre Abajale	1-4	4	403	402	805	7	5	12	2	8	R
		Tara Semba*	1-4	2	159	177	336	2	1	3	1	4	R
		Guna Guna*	1-4	4	320	266	586	3	1	4	1	4	R
		TOTAL	11	48	2905	2970	5875	49	20	69			
	Simada	Aje	1-8	4	460	355	815	4	3	7	2	9	R
		Bazera Meda	1-8	5	311	315	626	5	2	7	2	6	R
		Gira Abalibanos	1-8	5	336	268	604	5	1	6	2	8	R
		M/Mariam	1-8	5	327	332	659	7	1	8	2	8	R
		Tagele	1-8	4	327	349	676	6	3	9	2	9	R
		Wanzaye*	1-8	4	188	151	339	2	2	4	1	6	R
		Warkaye	1-8	6	364	378	742	3	5	8	2	9	R
		Yequasa	1-8	6	431	425	856	5	4	9	2	10	R

Zone	Woreda	School	Grade level	No. Of class rooms	Enrollment			No. Of Teachers			No Of Shifts	No Of Sections	Location
								M	F	T			
		Ligaba	1-8	6	491	372	863	7	1	8	2	9	U
		TOTAL	9	45	3235	2945	6180	44	22	66			
South Wollo	Dessie Zuria	Kurkur	1-8	7	480	470	950	19	5	24	2	18	R
		Gelesh	1-8	8	470	473	943	5	4	9	2	8	R
		Kedejo 031	1-8	6	283	267	550	6	1	7	2	8	R
		Mutigerar	1-8	4	296	215	511	5	2	7	2	6	R
		Elu	1-8	6	559	422	981	8	3	11	2	11	R
		Tiu Amba	1-8	5	297	263	560	10	0	10	2	8	R
		Atare Meske	1-8	4	274	234	508	5	0	5	2	6	R
		Dajolle	1-8	5	196	181	377	1	5	6	2	5	R
		Antonashiye	1-4	4	200	206	406	3	1	4	2		R
		Nebar Ager*	1-8	4	226	211	437	5	0	5	1	5	R
		Degamote*	1-8	5	254	248	502	3	1	4	1	5	R
		Weyana*	1-4	6	224	208	432	3	2	5	1	6	R
		TOTAL	12	64	3759	3398	7157	73	24	97			
Region Total	3	32		157	9899	9313	19212	166	66	232			

One shift school*Summary**

Proportion of 1-8 Schools=75%

Proportion of 1-4 Schools=15%

Average No of classrooms/school = 4.9

Student -Teacher Ratio= 82.81

Appendix 2: Profile of CDA schools in SNNPR
(Data Source for enrolment USAID, May 2003)

Zone	Woreda	School	Grade Level	No. Of Classrooms	Enrollment			No. Of Teachers	No. of Sections	Urban/ Rural
					Male	Female	Total			
Guraghe	Mareko	Fake Werabo	1-4	4	191	77	268	4	4	R
		Goto	1-4	4	189	12	201	3	4	R
		Mekakelegna Jare	1-4	4	229	70	299	3	4	R
		Udeassa Repi	1-4	7	297	64	361	3	4	R
		Jereno	1-4	4	241	60	301	4	4	R
	Total	5		23	1147	283	1430	17	20	
	Meskan	Hamus Gebeya	1-8	10	1520	1050	2570	3	5	R
		Dobena	1-8	11	793	462	1255	4	9	R
		Woja Bati	1-4	7	540	266	806	3	5	R
		Aeli	1-4	4	227	254	481	2	4	R
		Ajera	1-4	4	371	136	507	3	4	R
	Total	5		36	3451	2168	5619	15	27	
Siltie	Dalocha	Wulbarga	1-8	10	631	273	904	10	6	U
		Agam	1-8	6	351	77	428	4	4	R
		Mekakelegnea Demeka	1-8	9	448	175	623	3	6	R
		Dangie Lasho	1-8	8	576	141	717	5	4	R
		Dube	1-8	6	554	218	772	3	6	R
		Tode	1-4	5	311	90	401	4	5	R
		Nadegengne Lola	1-4	4	305	46	351	3	4	R
		Birhan Kitkita	1-4	4	448	97	545	3	6	R
		Grinzila	1-8	9	886	295	1181	5	7	R
	Total	9		61	4510	1412	5922	40	48	

Zone	Woreda	School	Grade Level	No. of Classrooms	Enrollment			No. of Teachers	No. of Sections	Urban/Rural
					M	F	T			
	Lanfuro	Lanfuro Gebaba	1-8	7	604	111	715	3	5	R
		Wonte	1-8	9	816	167	983	6	7	R
		Rape Sestaro	1-4	4	368	39	407	5	5	R
		Wonte Bodite	1-4	6	554	140	694	6	6	R
		Wotanbo Gobie	1-4	4	626	197	823	5	6	R
	Total	5		30	2968	654	3622	25	29	
Wolayta	Damot Woyde	Adokindo	1-8	7			782	4	5	R
		Tango Bijo	1-4	6			314	4	4	R
		Denda Duguna	1-8	10			1120	6	6	R
		Bilate Tena	1-8	9			1331	6	8	R
	Total	4		32			3547	20	23	
Sidama	Boricha	Hanjacheffe	1-4	4			530	1	4	R
		Alowo Arke	1-8	15			1000	5	10	R
		Alowo Arfe	1-8	9			700	6	8	R
	Total	3		28			2230	12	22	
	Awassa	Dare Dameka	1-4	4			500	2	4	R
		Mulate	1-8	8			820	2	8	R
	Total	2		12			1320	4	12	
Region Total	7	33		222			23690	133	181	

Summary

Proportion of 1-8 Schools= 48%

Proportion of 1-4 Schools= 52%

Average No of Classrooms/School =6.7

Student Per Classroom=106.7

Student Teacher Ratio=178.1

Appendix 3: Number of students enrolled, took the final exam and promoted to the next higher grade by school in Amhara CDA schools

Zone	Woreda	School	Total Enrolment			No. Of students Took final exam			No. Of students promoted to the next grade		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
South Gonder	Ebinat	Chebergie	34	31	65	16	14	30	4	1	5
		Akayana	43	50	93	6	25	31	4	16	20
		Gela Metatebia	178	170	348	23	32	55	9	8	17
		Checheho	82	93	175	16	28	44	16	28	44
		Geday	157	182	339	52	67	119	18	23	41
		Sarnko	181	229	410	21	69	90	18	11	29
		Embachiko	316	265	581	38	60	98	23	30	53
		Debir Abajale	344	363	707	57	81	138	30	28	58
		Tara Senba	103	107	210	22	30	52	7	14	21
		Guna Guna	348	394	742	35	40	75	16	19	35
		Barsegeda	249	316	565	23	73	96	12	25	37
		Woreda Total (A)	2035	2200	4235	309	519	828	157	203	360
		Aje	264	248	512	62	85	147	47	71	118
		Yequasa	331	320	651	48	52	100	24	28	52
		Warkaye	308	309	617	74	85	159	47	71	118
		Mekidese Mariam	172	175	347	13	46	59	11	35	46
		Ligaba	350	351	701	94	92	186	38	45	83
		Tagel	194	234	428	38	64	102	19	43	62
		Gira Abalibanos	261	262	523	26	43	69	17	27	44
		Bazira Meda	514	615	1129	49	69	118	35	45	80
		Wonziye	122	170	292	58	59	117	44	36	80
		Woreda Total (B)	2516	2684	5200	462	595	1057	282	401	683
		Total For South Gonder	4551	4884	9435	771	1114	1885	439	604	1043
South Wollo	Dessie Zuria	Kurkur	547	514	1061	116	112	228	74	70	144
		Antona Shoye	119	132	251	16	15	31	12	8	20
		Kedijo 031	306	262	568	48	73	121	14	26	40

Zone	Woreda	School	Total Enrolment			No. Of students Took final exam			No. Of students promoted to the next grade		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
		Tiyu Amba	278	235	513	26	35	61	10	16	26
		Ilu	590	538	1128	110	126	236	38	27	65
		Muti Girar	267	211	478	39	21	60	22	10	32
		Nibar Ager	110	128	238	17	26	43	8	14	22
		Woyana	196	177	373	26	30	56	22	22	44
		Gelsha	387	398	785	27	31	58	10	20	30
		Dajole	147	149	296	32	36	68	23	23	46
		Dega mote	248	255	503	16	11	27	11	9	20
		Atari Mesk	210	212	422	25	34	59	3	3	6
		Zone or Woreda Total	3405	3211	6616	498	550	1048	247	248	495
Region Total			7956	8095	16051	1269	1664	2933	686	852	1538

Note: Data sources are CDA school baseline data and monthly SDA CDA reports

**Appendix 4: Number of students enrolled, took the final exam and promoted to the next higher grade by school in SNNPR
CDA schools**

Wereda	Teachers	Strengthening Program			Withdrawals			Detainees			Sat for exam					
											Promoted			Detainees		
		M	F	Total	M	F	T	M	F	T	M	F	T	M	F	T
Lanfuro	34	2351	596	2947	394	224	618	18	17	35	198	72	270	0	0	0
Dalocha	80	3746	1600	5346	501	264	765	208	195	403	482	186	668	147	62	209
Mareko	25	984	306	1290	164	38	202	68	37	105	167	58	225	64	18	82
Meskan	40	3447	2385	5832	600	308	908	0	0	0	398	203	601	0	0	0
Damot Woydie	29	133	124	257	461	243	704	198	158	356	391	254	645	123	95	218
Boricha	13	23	11	34	171	125	296	119	102	221	93	92	185	190	135	325
Awassa	12	98	62	160	83	63	146	4	8	12	209	152	361	0	0	0
Total	233	10,782	5,084	15866	2374	1265	3639	615	517	1132	1938	1017	2955	524	310	834

Appendix 5: Change in Enrollment by Zone, Woreda and Gender-Amhara Region

Zone	Woreda	Number of CDA Schools	USAID Initial Enrollment Data (April 2003)			Enrollment at Start of Program (Baseline Survey June 2003)			September 2003 Enrollment (Post Registration)			April 2004 Enrollment (At end of Project)		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
South Wollo	Dessie Zuria	12	3,232	3,041	6,273	3,449	3,171	6,620	4,564	4,352	8,916	4586	4229	8,815
South Gonder	Simada	9	2,560	2,252	4,812	2,464	2,289	4,753	3,013	3,023	6,037	4,510	4,008	8,569
	Ebinat	11	2,905	2,970	5,875	2,201	2,303	4,504	2,389	2,541	4,930	3176	3125	6,301
Region Total	3	32	8,697	8,263	16,960	8,114	7,763	15,877	9,966	9,916	19,883	12,272	11,362	23,685

Appendix 6: Changes in Enrollment by Zone, Woreda and Gender - SNNP Region

Zone	Woreda	Number of CDA Schools	USAID Initial Enrollment Data (April 2003)			Enrollment at start of Program (Baseline Survey June 2003)			September 2003 Enrollment (Post Registration)			April 2004 Enrollment (At end of Project)		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Guraghe	Meskan	5	3,281	2,078	5,359	3,229	1,876	5,105	4,619	2,861	7,480	4,377	2,833	7,210
	Mareko	5	1,147	283	1,430	1,253	363	1,616	2,063	825	2,883	2,004	853	2,857
Silti	Lanfuro	5	2,840	555	3,395	3,407	974	4,381	4,013	1,519	5,532	4,000	1,459	5,459
	Dalocha	9	4,472	1,318	5,790	4,616	1,766	6,402	6,883	3,421	10,310	6,397	3,326	9,723
Wolayta	Damot Woyde	4	2,275	1,172	3,447	2,519	1,661	4,180	2,519	1,661	4,180	2,356	1,535	3,891
Sidama	Awassa Zuria	2	794	441	1,235	962	894	1,856	962	894	1,856	984	873	1,857
	Boricha	3	1,491	887	2,178	2,811	2,052	4,863	2,811	2,052	4,863	2,536	1,934	4,470
Region Total	7	33	16,300	6,734	22,834	18,797	9,586	28,403	23,870	13,233	37,104	22,654	12,813	35,467

Appendix 7: Change of Enrollment in CDA Schools by Woreda in Amhara Region

Woreda	Enrollment												Increase in Enrollment								
	USAID Initial Enrollment Data April 2003			June 2003			September 2003			April 2004			%Change USAID→June 2003			%Change USAID→Sep 2003			%Change USAID→April 2004		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Dessie Zuria	3,232	3,041	6,273	3,449	3,171	6,620	4,564	4,352	8,916	4,586	4,229	8,815	6.71	4.27	5.53	41.21	43.11	42.13	41.89	39.07	40.52
Simada	2,560	2,252	4,812	2,464	2,289	4,753	3,013	3,023	6,037	4,510	4,008	8,569	-3.75	1.64	-1.23	17.70	34.24	25.46	76.17	77.98	78.08
Ebinat	2,905	2,970	5,875	2,201	2,303	4,504	2,389	2,541	4,930	3,176	3,125	6,301	-24.23	-22.46	-23.34	-17.76	-14.44	-16.09	9.33	5.22	7.25
Total	8,697	8,263	16,960	8,114	7,763	15,877	9,966	9,916	19,883	12,272	11,362	23,685	-6.70	-6.05	-6.39	14.59	20.00	17.23	41.11	37.50	39.65

Appendix 8: Change of Enrollment in CDA Schools by Woreda in SNNP Region

Woreda	Enrollment												Increase In Enrollment								
	USAID Initial Enrollment Data April 2003			June 2003			September 2003			April 2004			%Change USAID→June 2003			%Change USAID→Sep 2003			%Change USAID→April 2004		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Meskan	3,281	2,078	5,359	3,229	1,876	5,105	4,619	2,861	7,480	4,377	2,833	7,210	-1.58	-9.72	-4.74	40.78	37.68	39.58	33.40	36.33	34.54
Mareko	1,147	283	1,430	1,253	363	1,616	2,063	825	2,888	2,004	853	2,857	9.24	28.27	13.01	79.86	191.52	101.96	74.72	201.41	99.79
Lanfuro	2,840	555	3,395	3,407	974	4,381	4,013	1,519	5,532	4,000	1,459	5,459	19.96	75.50	29.04	41.30	173.69	62.95	40.85	162.88	60.80
Dalocha	4,472	1,318	5,790	4,616	1,766	6,402	6,883	3,421	10,310	6,397	3,326	9,723	3.22	33.99	10.57	53.91	159.56	78.07	43.05	152.35	67.93
Damot Woyde	2,275	1,172	3,447	2,519	1,661	4,180	2,519	1,661	4,180	2,356	1,535	3,891	10.73	41.72	21.26	10.73	41.72	21.26	3.56	30.97	12.88
Awassa Zuria	794	441	1,235	962	894	1,856	962	894	1,856	984	873	1,857	21.16	102.72	50.28	21.16	102.72	50.28	23.93	97.96	50.36
Boricha	1,491	887	2,178	2,811	2,052	4,863	2,811	2,052	4,863	2,536	1,934	4,470	88.53	131.34	123.28	88.53	131.34	123.28	70.09	118.04	105.23
Total	16,300	6,734	22,834	18,797	9,586	28,403	23,870	13,233	37,109	22,654	12,813	35,467	15.32	42.35	24.39	46.44	96.51	62.52	38.98	90.27	55.33

Appendix 9: Number of Classrooms, Latrines and Cementing and Foundation Constructions Built by Woreda in Amhara CDA Schools

Type of Construction	Woreda			Total		Reason For variation
	Ebinat	Simada	Dessie Zuria	Actual	Planned	
Classrooms	6	27	24	57	54	Schools shift their plan of constructing additional latrine to Classroom.
Latrine	15	16	20	51	51	The plan of constructing latrine is changed to classroom.
Foundation and classroom floor cementing	0	0	6	6	6	-
Combined Desk	1540	1219	1274	4033	5073	Lower price consideration during plan preparation by school
Teacher's chair	14	147	84	245	269	Low price consideration during plan preparation by school
Teacher's table	0	108	74	182	179	Higher price consideration at the time of planning
Office table	9	31	9	49	52	Adjustment with other items
Cupboard	0	20	0	20	22	Lower price consideration at the time of plan preparation by Schools of Simada Woreda
Bookshelf	25	19	0	44	45	Lower price consideration at the time of plan preparation by Schools of Simada Woreda
Black board	47	81	63	191	187	Higher price consideration at the time of plan preparation.

**Appendix 10: Number of Classrooms, Latrines and Cementing and Foundation Constructions Built by Woreda in SNNPR
CDA schools**

No.	Zone	Woreda	Class-rooms	Pedagogical center	Library	Latrine	Office and Staff room	Teachers' Residence
1.	Silte	Lanfuro	4	2	1	9	1	0
2.		Dalocha	10	1	1	9	0	0
3.	Guraghe	Mareko	0	0	0	10	0	0
4.		Meskan	16	2	1	8	1	0
5.	Wolayita	Damote Woyde	5	2	1	8	1	0
6.	Sidama	Boricha	5	1	0	6	1	0
7.		Awassa zuria	4	0	0	3	0	4
Region Total	4	7	44	8	4	53	4	4

Appendix 11: Amhara- Summer school skits (Stationary materials) Distributed for schools & Sport materials and Radios purchased

Zone	Woreda	School	Notebook	Pen	Ruler	Pencil	Eraser	Pencil Sharpener	Radio	Dry cell	Valley ball	Valley Ball net	Foot ball	Pump	Pump needle
South Gonder	Ebinat	Akayana	2750	2750	275	1650	275	550	2	4	2	2	4	1	1
		BareSegeda	5650	5650	565	3390	565	1130	2	4	2	2	4	1	1
		Cheboergie	570	570	57	342	57	114	2	4	2	2	4	1	1
		Checheho	3780	3780	378	2268	378	756	2	4	2	2	4	1	1
		Imbacheko	5256	5610	561	3366	561	1122	2	4	2	2	4	1	1
		Gela Matebia	7400	8140	814	4884	814	1628	2	4	2	2	4	1	1
		Gidaye	3310	3310	331	1986	331	662	2	4	2	2	4	1	1
		Serenko	4100	4100	410	2460	410	820	2	4	2	2	4	1	1
		Debre Abajalie	7070	7070	707	4242	707	1414	2	4	2	2	4	1	1
		Tara Semba	2080	2080	208	1248	208	416	2	4	2	2	4	1	1
		Guna Guna	5090	5090	509	3054	509	1018	2	4	2	2	4	1	1
		<i>Sub Total</i>	47056	48150	4815	28890	4815	9630	22	44	22	22	44	11	11
	Simada	Aje	6566	7000	700	4200	700	1400	2	4	2	2	4	1	1
		Bazera Meda	6710	7000	700	4200	700	1400	2	4	2	2	4	1	1
		Gira Abalibanos	5340	5650	565	3390	565	1130	2	4	2	2	4	1	1
		Mekdese Mariam	4436	4750	475	2850	475	950	2	4	2	2	4	1	1

Zone	Woreda	School	Notebook	Pen	Ruler	Pencil	Eraser	Pencil Sharpener	Radio	Dry cell	Valley ball	Valley Ball net	Foot ball	Pump	Pump needle
		Tagel	5398	5670	567	3402	567	1134	2	4	2	2	4	1	1
		Wonzaye	1476	1570	157	942	157	314	2	4	2	2	4	1	1
		Warkaye	5228	5640	564	3384	564	1128	2	4	2	2	4	1	1
		Yequasa	6796	7190	719	4314	719	1438	2	4	2	2	4	1	1
		Ligaba	7554	8230	823	4938	823	1646	2	4	2	2	4	1	1
		Sub Total	49504	52700	5270	31620	5270	10540	18	36	18	18	36	9	9
South Wollo	Dessie Zuria	Kurkur	9714	10300	1030	6180	1030	2060	2	4	2	2	4	1	1
		Gelesh	8188	8720	872	5232	872	1744	2	4	2	2	4	1	1
		Kedejo 031	5500	5500	550	3300	550	1100	2	4	2	2	4	1	1
		Muti Gerar	4800	4800	480	2880	480	960	2	4	2	2	4	1	1
		Elu	9092	9650	965	5790	965	1930	2	4	2	2	4	1	1
		Tiu Amba	5170	5170	517	3102	517	1034	2	4	2	2	4	1	1
		Atare Mesk	4130	4130	413	2478	413	826	2	4	2	2	4	1	1
		Dajollie	3800	3800	380	2280	380	760	2	4	2	2	4	1	1
		Antonashoye	2790	2790	279	1674	279	558	2	4	2	2	4	1	1
		Nebar Ager	3740	3740	374	2244	374	748	2	4	2	2	4	1	1
		Degamote	5030	5030	503	3018	503	1006	2	4	2	2	4	1	1
		Weyana	3860	3860	386	2316	386	772	2	4	2	2	4	1	1
		Sub-Total	65814	67490	6749	40494	6749	13498	24	48	24	24	48	12	12
Region Total		Total	162374	168340	16834	101004	16834	33668	64	128	64	64	128	32	32

Appendix 12: SNNPR- List of De-worming Tablets Distributed to Schools

Zone	Wereda	School	Enrollment			School Feeding	Tablets
			Male	Female	Total		
Guraghe	Meskan	Hamus Gebeya	1,520	1,050	2,570	2,570	2205
		Dobenna	793	462	1,255	1,255	1077
		Woja Bati	540	266	806	806	691
		Ilie	227	254	481	481	413
		Ajera	371	136	507	507	435
			3,451	2,168	5,619	5,619	4,820
Guraghe	Mareko	Faka Worabo	191	77	268	268	230
		Goto	189	12	201	201	172
		Mekakelegna Jare	229	70	299	299	256
		Udeassa Repi	297	64	361	361	310
		Jareno	241	60	301	301	258
			1,147	283	1,430	1,430	1,227
Silti	Dalocha	Wulbargege	631	273	904	904	775
		Agam	351	77	428	428	367
		Mekakelegnea Demeka	448	175	623	623	534
		Dangie Lasho	576	141	717	717	615
		Duba	554	218	772	772	662
		Tode	311	90	401	401	344
		Nadegengne Lola	305	46	351	351	301
		Birhan Kitkita	448	97	545	545	467
		Grinzila	886	295	1,181	1,181	1013
			4,510	1,412	5,922	5,922	5,080
	Lanfuro	Lanfuro Gebaba	604	111	715	715	613
		Wonte	816	167	983	983	843
		Rape Sestaro	368	39	407	407	349

Zone	Wereda	School	Enrollment			School Feeding	Tablets
			Male	Female	Total		
		Wonte Bodite	554	140	694	694	595
		Wotanbo Gobie	626	197	823	823	706
			2,968	654	3,622	3,622	3,107
Wolayta	Damot	Adokindo			782	782	671
	Woyde	Tango Bijo			314	314	269
		Denda Duguna			1120	1120	961
		Bilate Tena			1331	1331	1142
					3,547	3,547	3,043
Sidama	Boricha	Hanjacheffe			530	530	455
		Alowo Arke			1000	1000	858
		Alowa Arfe			700	700	600
					2230	2230	1912.867
	Awassa	Dare Dameka			500	500	429
		Mulate			820	820	703
					1320	1320	1132.28
							20,321

Appendix 13: Number of De-worming Tablets Distributed for CDA Schools in Amhara

Woreda	School	Number of tablets distributed (in pieces)
Ebinat	BareSegeda	1,006
	Cheboergie	272
	Checheho	588
	Imbacheko	882
	Gela Matebia	1,182
	Gidaye	634
	Serenko	838
	Debre Abajalie	1,204
	Tara Semba	502
	Guna Guna	876
	Sub-total	8,780
Simada	Aje	1,218
	Bazera Meda	936
	Gira Abalibanos	902
	Mekdese Mariam	986
	Tagel	1,010
	Wonzaye	506
	Warkaye	1,110
	Yequasa	1,280

Woreda	School	Number of tablets distributed (in pieces)
	Ligaba	1,290
	Sub-total	9,238
Dessie Zuria	Kurkur	1,434
	Gelesh	1,424
	Kedejo 031	830
	Muti Gerar	772
	Elu	1,482
	Tiu Amba	846
	Atare Mesk	766
	Dajollie	570
	Antonashoye	612
	Nebar Ager	660
	Degamote	758
	Weyana	652
	Sub-total	10,806
	Total	28,824

Appendix 14: Photo Gallery



School-feeding Program: Water Tanks in CDA School



Children Line Up for Lunch in Dube primary School, Dalocha, SNNPR



Food Stock: Hanja Cafa School, SNNPR



School Feeding: Children Eating Lunch in Dube Primary School: SNNPR



Dube School Community Water point for Children in School: SNNPR



Overcrowded Classroom at the Chechoho School, Ebinat Amhara



Remnants of the Buildings of the Checheho School Demolished for Reconstruction



A Classroom in Bazra Meda School Before CDA Intervention (Simada, Amhara)



The Leadership of PTAs is Vital to Change the Condition of Primary Schools



Community Participation for School Improvement, Tagel Primary School,
(Simada, Amhara)